JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

School Board as a Development Environment of Active Citizens

Having Research and Theory in the Finnish Setting as a Lens to Analyse and Develop Estonia

**Tallinn, Rahvusraamatukogu Kuplisaal
December 17 and 18 2018**

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University of Jyväskylä

Lenses

Introduction

Goal of the event

The Estonian Cultural and Educational Congress, in Viljandi Workshop ('Parent as the future designer of spirituality in Estonia'', 24.11.2018) agreed on five important notions:

- Parents are the key players in creating the environment for the child's development.
- It is necessary to create social conditions for a new generation of parents to be able to take on the role of a parent.
- In order to participate in developing the school environment, the parent must take responsibility by participating in decision-making processes.
- Parents as decision makers must be educated and competent.
- Estonia needs a national education program for parents, the keywords of which are communication skills (teaching on development and conflict management) and cooperation (collegial management).

Leadership and management/administration

Leadership johtajuus

Management administration johtaminen hallinto

Management johtaminen **Management johtaminen** **Management administration johtaminen hallinto**

Leadership johtajuus

http://www.joulukalenterit.fi/kalenteri/koulutusjohtaminen/

(Jäppinen, 2016; Risku, 2011, 2018)

Pedagogy of leadership

- Heart in participatory leadership
  - For example Art of Hosting (and Harvesting)

| Divergent phase | Emergent phase | Convergent phase |

Diversity

Clear purpose

Groan Zone

Clear goal

Time

(Lundqvist et al., 2013, p. 31)
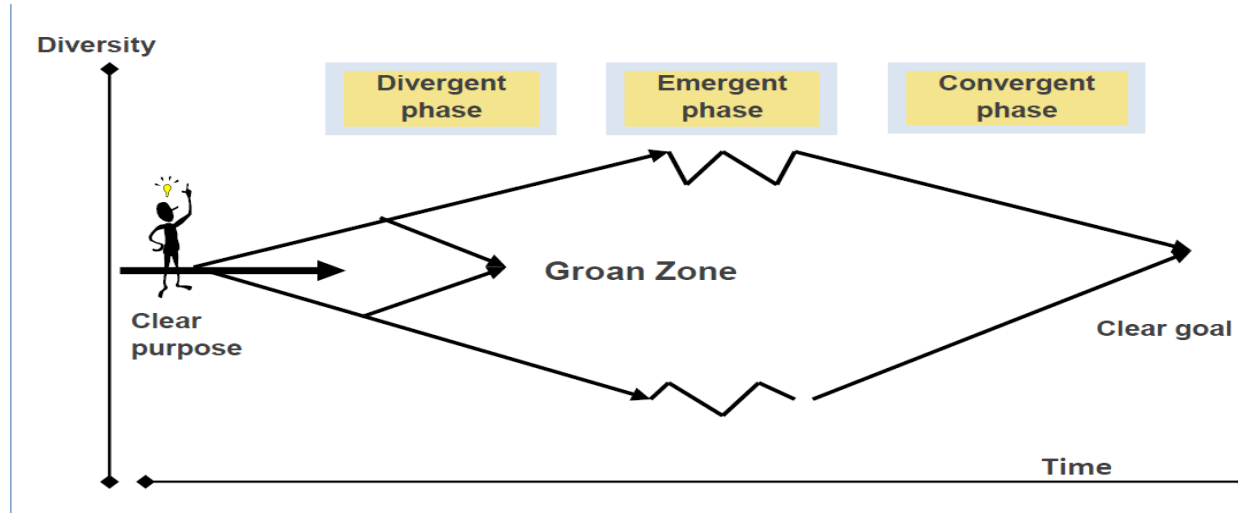
- Learning core practices like
  - Constant practice of collaborative learning and the enquiry method
    - for collaborative learning, see http://effect.tka.hu/ (EFFeCT, n.d.)
    - for the enquiry method, see http://www.ec4slt.com/ (EC4SLT, n.d.)
  - Conducting dialogue, mentoring and coaching.
  - Work methods like world café, open space, gallery walk etc.
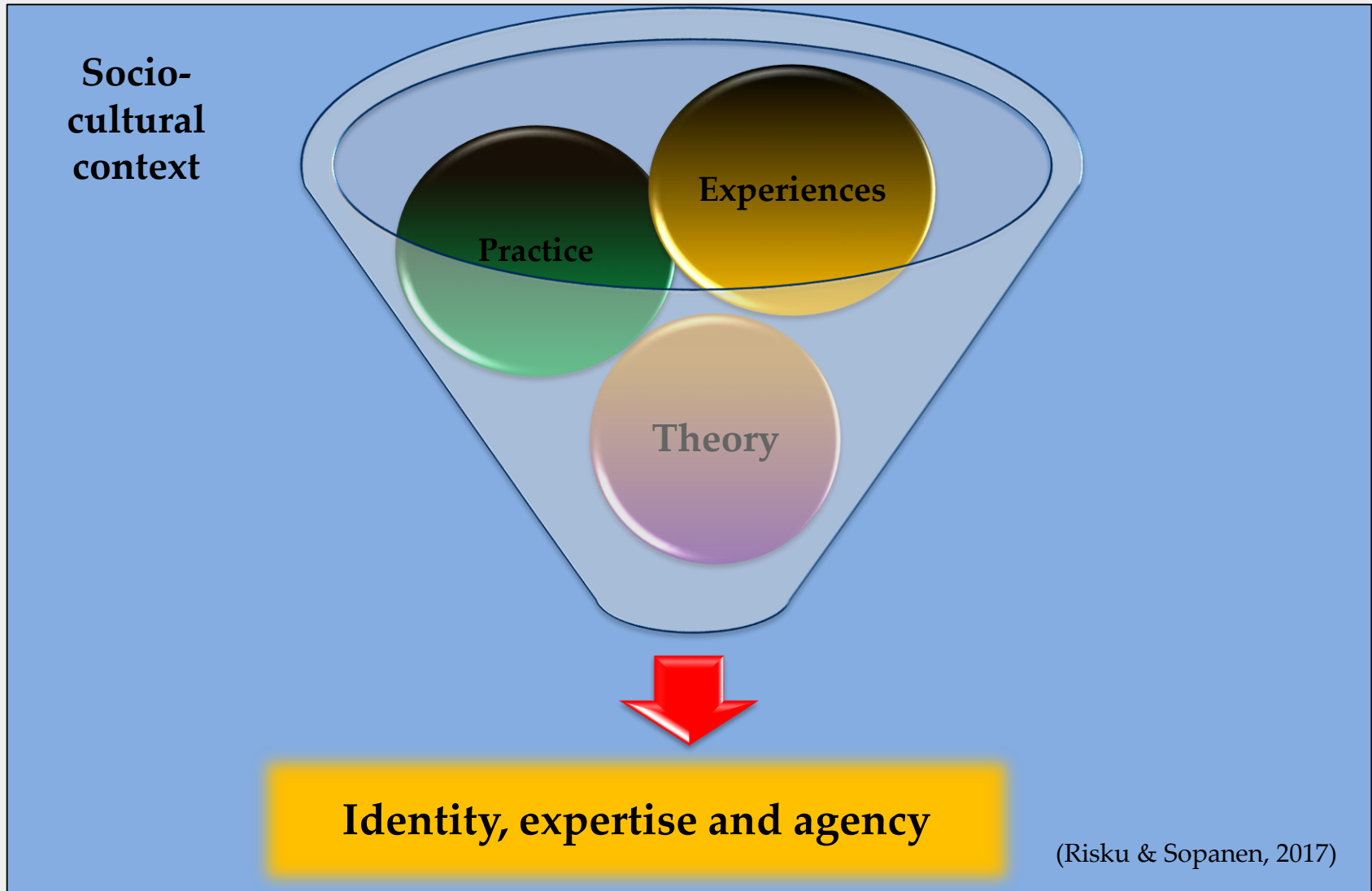 - ICT-tools like padlet, trello, blogging, skype, yammer, kahoot

(Risku, 2018)

Integrative Learning Approach

Socio-cultural context

Practice

Experiences

Theory

Identity, expertise and agency

(Risku & Sopanen, 2017)

University of Jyväskylä

(Risku, 2018)

Established as Teacher seminar 1852
Today 6 faculties, 5 independent institutes and 2 subsidiaries
Focus on human and natural sciences

14 500 students (1000 international with over 100 nationalities) and 2 500 staff
Rank: 336 university (QS) and 84 Faculty of Education and Psychology (THE)

Faculty of Education and Psychology

Department of Teacher Training

- Class teachers
- Subject teachers
- Guidance counsellors
- Teacher training school

Department of Education

- Education
- Early childhood education
- Adult education
- Special education
- Educational Leadership

Department of Psychology

- Developmental psychology
- Neuropsychology
- Clinical psychology
- Personality and social psychology

Institute of Educational Leadership

- In the Faculty of Education and Psychology, University of Jyväskylä
    - The only of its kind in Finland
    - Experience of educating over a thousand academic students in Finland and internationally
    - An extensive provision of domestic and international professional development programmes
    - Systematic research and societal collaboration in education leadership and policy networks

(Risku, 2018)

- History of the institute
    - First university principal preparation programme in Finland (25 ECTS, basic studies) 1996
    - Status as Institute 1999
    - Advanced studies (35 ECTS, subject studies) 2000
    - Doctoral studies (240 ECTS) 2002
    - International Symposium of Educational Reform (ISER) network 2005
    - International Master's Degree Programme (120 ECTS) 2007
    - Post doc research 2008
    - International online MBA 2009 (80 ECTS, today called MEd)
    - Systematic professional development programmes 2011
    - International development projects 2011
    - Permanent status in University of Jyväskylä 2012
    - Early childhood education educational leadership programme 2012
    - Professorship in educational leadership 2014
    - Finnish name changed to correspond the English one 2015
    - Mission revised based on regular five-year-evaluation 2016
    - Basic and subject studies start using the name of the discipline in Finnish in curriculum 2017
    - Mission from Ministry to establish a national model for education in educational leadership 2018
- More information
    - https://www.jyu.fi/edupsy/en/

(Risku, 2018)

Leadership/management as a discipline in Finnish universities

(Risku, 2018)

(Risku, 2018)

IEL research on educational leadership

International level

National level

Municipal level

School level

Classroom level

Educational leadership phenomena
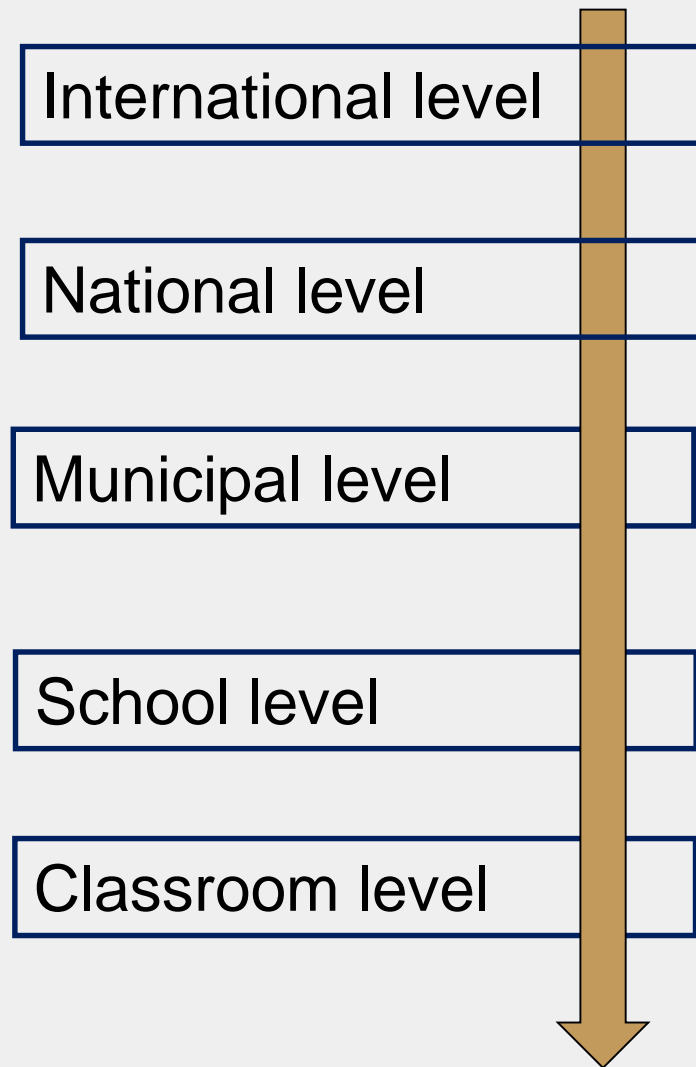
Research on the system
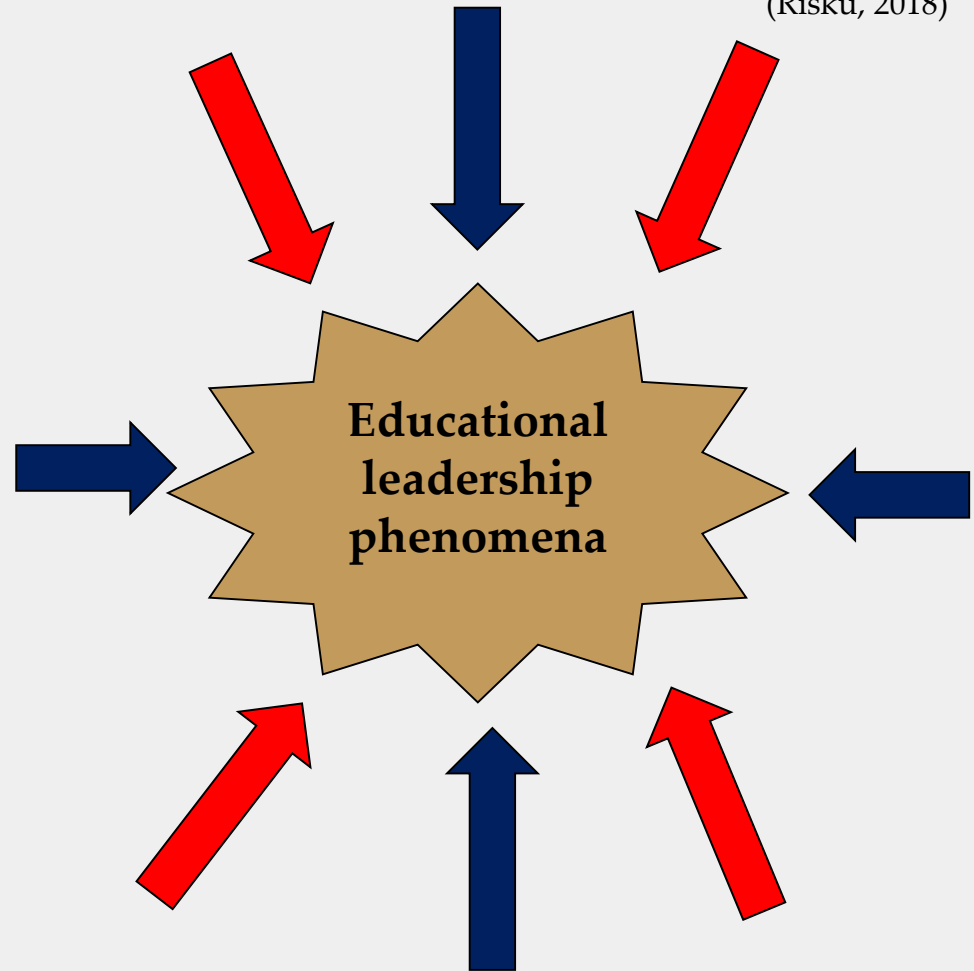
Research on the phenomena

IEL education in educational leadership

(Risku, 2018)

Doctoral studies:
Theoretical research

Advanced studies:
Basics of theoretical research

Intermediate studies:
Development with theory and research

Core studies:
Basic concepts and their enactment

Teacher education:
Educational leadership studies

Individual and organisational professional development:
Own group-> task/project -> team -> sector -> unit -> area -> concern
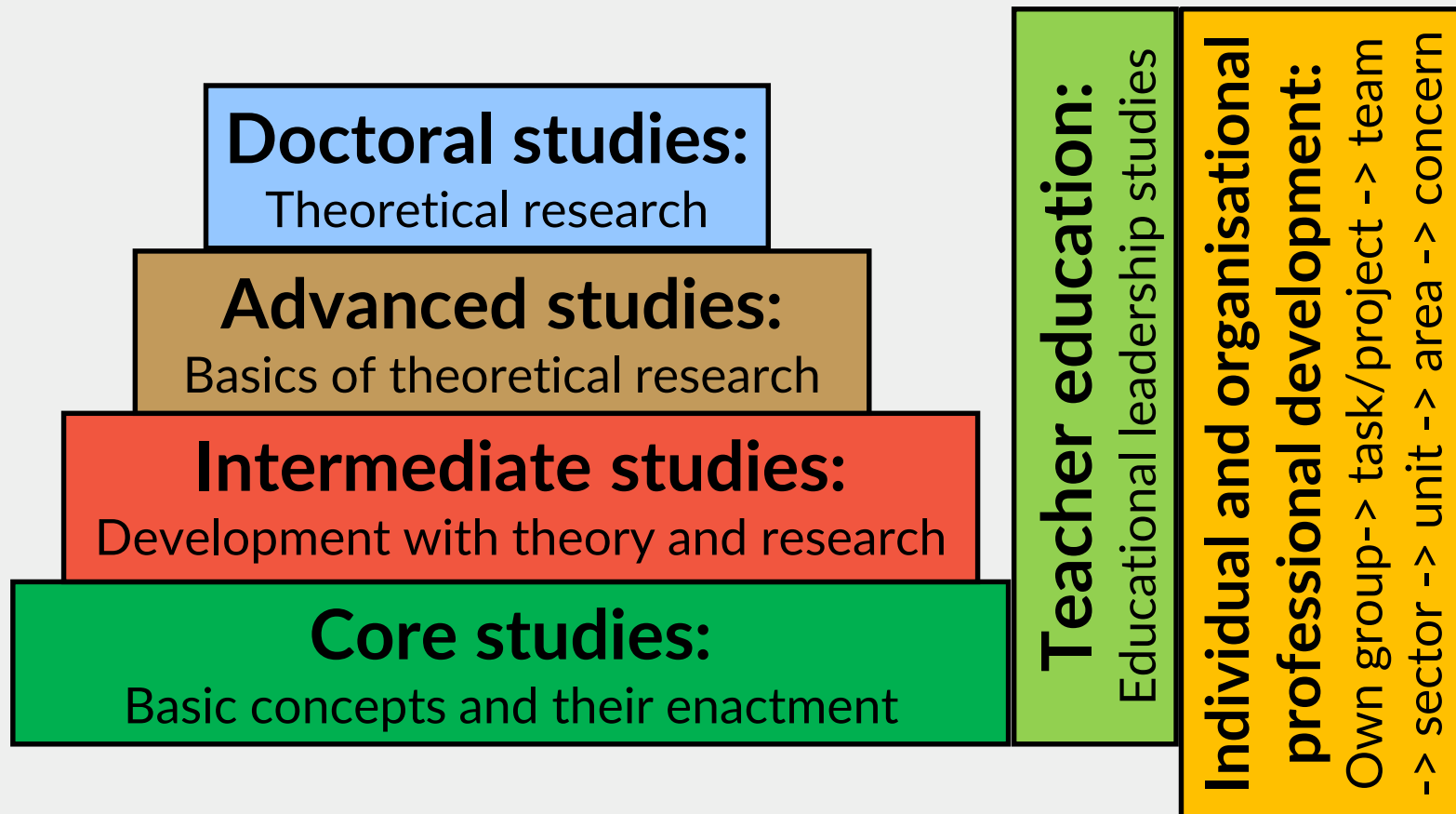
(Risku, 2018)

EXAMPLES OF PROGRAMMES/PROJECTS AT IEL 2017-2018

(Risku, 2018)

- Degree programmes
  - Principal preparation programme (25 ECTS, core studies)
  - Intermediate studies (35 ECTS, intermediate studies)
  - International Master's Degree Programme (120 ECTS, provided by the Faculty)
  - Doctoral Programme (240 ECTS, provided by the Faculty)
- Domestic professional development programmes (Funded by EDUFI)
  - Could I become the director of a day care centre? (4 ECTS)
  - Could I become the principal of a school? (6 ECTS)
  - Top Leader Education for superintendents (3 ECTS)
  - Critical Friend – business directors and principals peer-mentoring (3 ECTS)
  - Education for educational leaders in early childhood education (10 ECTS)
  - Inclusive local school –supporting inclusion on the school level (5 ECTS)
  - Professional development programme for team leaders (4 ECTS)
  - Academic education for educational leaders of all education forms (15 ECTS)
- Domestic and international research/development programmes
  - DAWN – Establishing a national for qualifying, induction and continuing education in educational leadership (Finnish Ministry of Education)
  - EEPN - European Education Policy Network (European Commission)
  - EdLead – Establishing a Master Programme for principals in Serbia (Tempus)
  - Effect - European Methodological Framework for Facilitating Teachers' Collaborative Learning (Erasmus+)
  - ELFA -Education and Learning For All in Eritrea (Finnish Foreign Ministry)
  - AEL- Aspiring Educational Leadership (ECF, Abu Dhabi Education Council)
  - OPTS - Oversea Programme for Three Supervisors 2017 (ECF, Jeju Education Department, Korea)

DAWN PROJECT

- Finnish Ministry of Education key project to establish a national model for qualifying, induction and professional development education in educational leadership

- EduFutura-project (JYU and JAMK) coordinated by IEL
  - City of Jyväskylä and Kokkola, Gradia and KPEDU Upper Secondary Education Consortia, Kokkola University Centre and University of Applied Sciences
  - Working life organisations

- Process
  - Autumn 2018: needs analysis
  - Spring 2019: designing and modelling
  - Year 2019-2020: experimenting
  - Spring and summer 2021: societal conclusions

European Education Policy Network

- European Union project to establish an inclusive and sustainable network of key actors in the field of teacher and school leader policy making.

- Coordinated by ESHA and ETUCE with lead partners EFEE, EERA, NEPC, Ellinogermaniki Agogi and University of Jyväskylä.
  - National partners

- Process
  - To be agreed

Finnish Education
Management Practice

Finland has had calm pace with curriculum reforms

(Risku, 2018)

1925

1952

1970

1985

1994

2004

2014

Curriculum is an agreement on all that has to be done to meet the goals determined for education.

(Hellström, 2008; see also Hirsjärvi, 1983)

The Finnish curriculum reforms explicitly reflect the general societal development with foci for future creation.

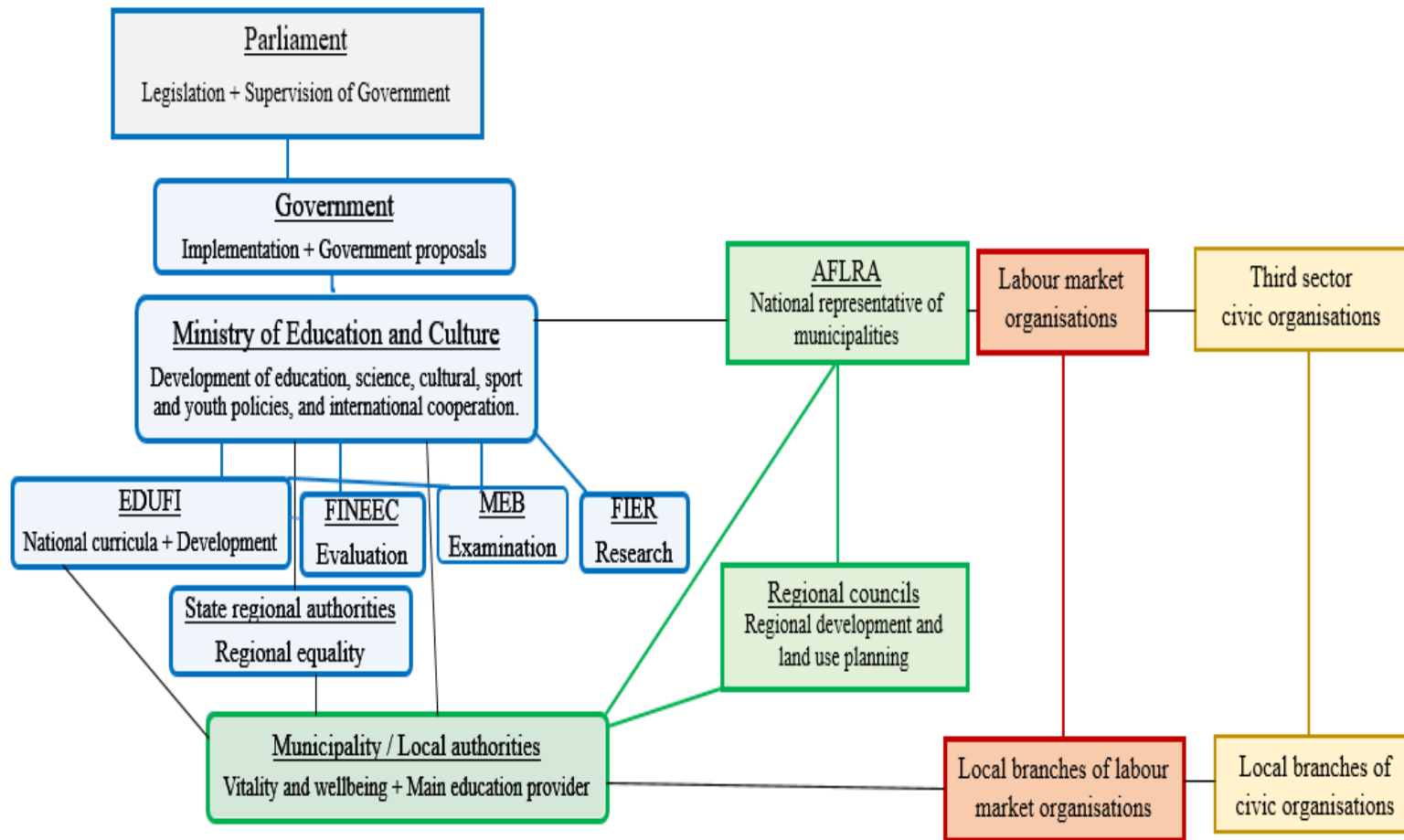(Tian & Risku, 2018)

(Tian & Risku, 2018)

Finland has fourth way governance of education

EDUFI= Finnish National Agency for Education
AFLRA= Association for Finnish Local and Regional Authorities
FINEEC=Finnish National Education Evaluation Council
MEB=Matriculation Examination Board
FIER= Finnish Institute for Educational Research

Finance of education on national level

- Financial responsibility
  - State and education provider together
  - Strong shift from state to education provider responsibility
    - For example, state responsibility in basic education 1970s 70% -> 2010 40%

- Present system is based on calculatory costs for education
  - Basic education is funded by Ministry of Finance as part of funding for basic services based on the number of 6, 7-12 and 13-15 year-old citizens in the municipality
  - In upper secondary education the education provider is responsible for 58% of the calculatory costs per student and the state for 42%.

- Education providers can apply for various discretionary grants from the Ministry
  - Advancing equity by developing quality of special education and diminishing class sizes
  - Strategic developing according to government key projects

(Aho, Pitkänen & Sahlberg, 2006; Ministry of Education and Culture, n.d.)

Finnish teachers and principals serve local authorities

(Risku, 2018)

3.11.2017
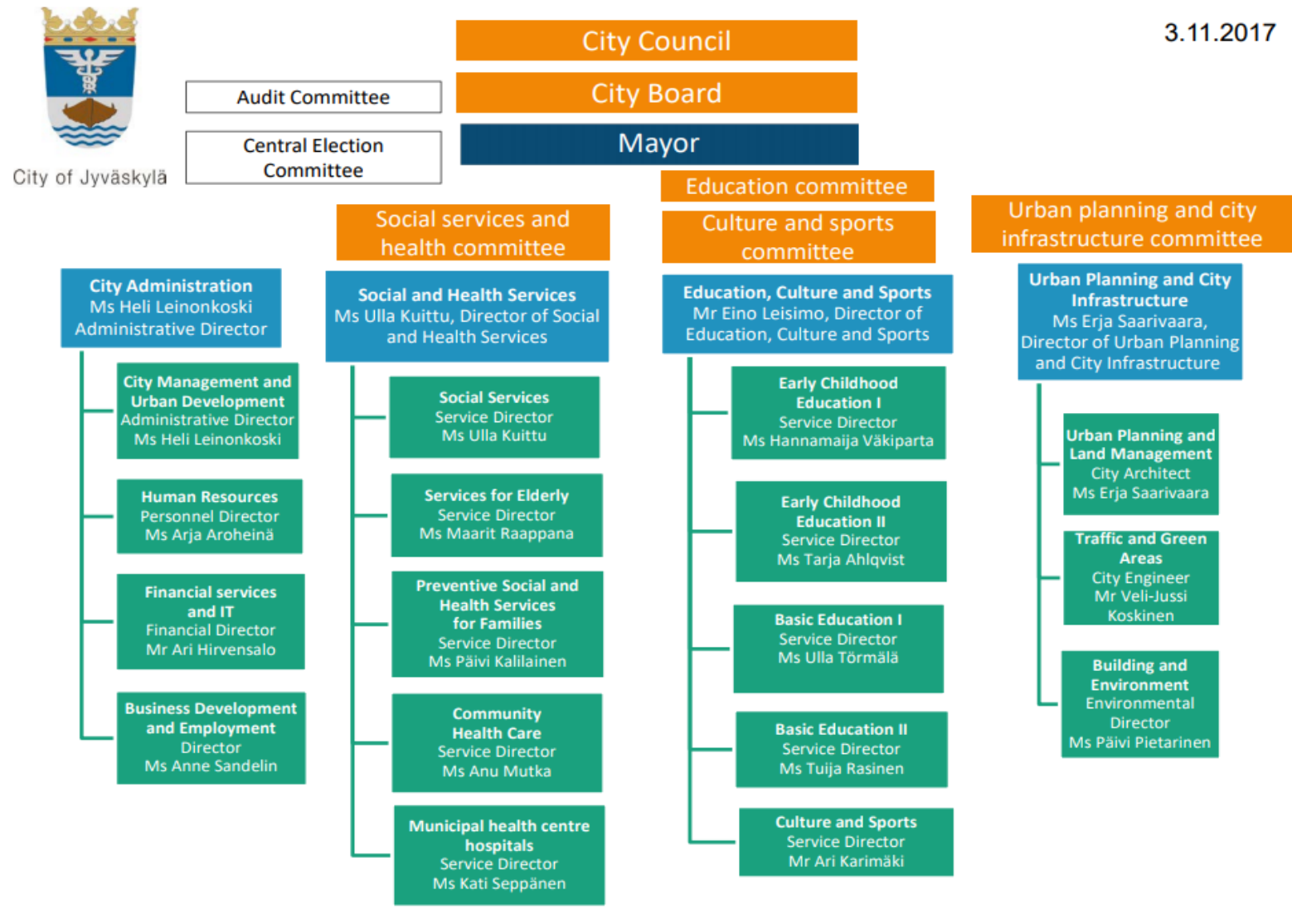
(City of Jyväskylä, n.d.)

Finance of education on local level

- Financial responsibility
  - Education provider bears the responsibility
  - Strong shift from state to education provider responsibility
    - For example, local responsibility in basic education 1970s 30% -> 2010 60%
  - State subsidies on education are not ear-marked but can be used for other purposes
- For example, city of Jyväskylä

Cost structure of City of Jyväskylä (million euros)

Legend: ■ Social and health ■ Education and culture ■ Community services ■ Other

Pie values: 22, 100, 238, 409
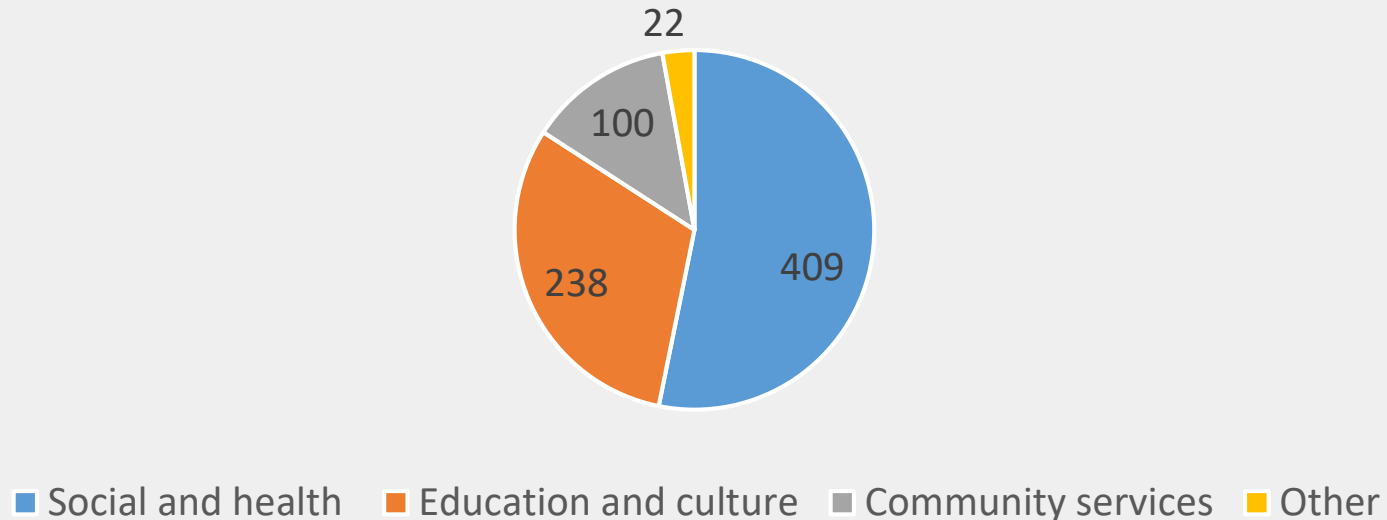
(Aho, Pitkänen & Sahlberg, 2006; Local Finland, n.d.; Ministry of Education and Culture, n.d.)

On the sizes of staff in municipal education offices

- 4,8 % no one
- 21,9 % one person
- 21,4 % also work as principals
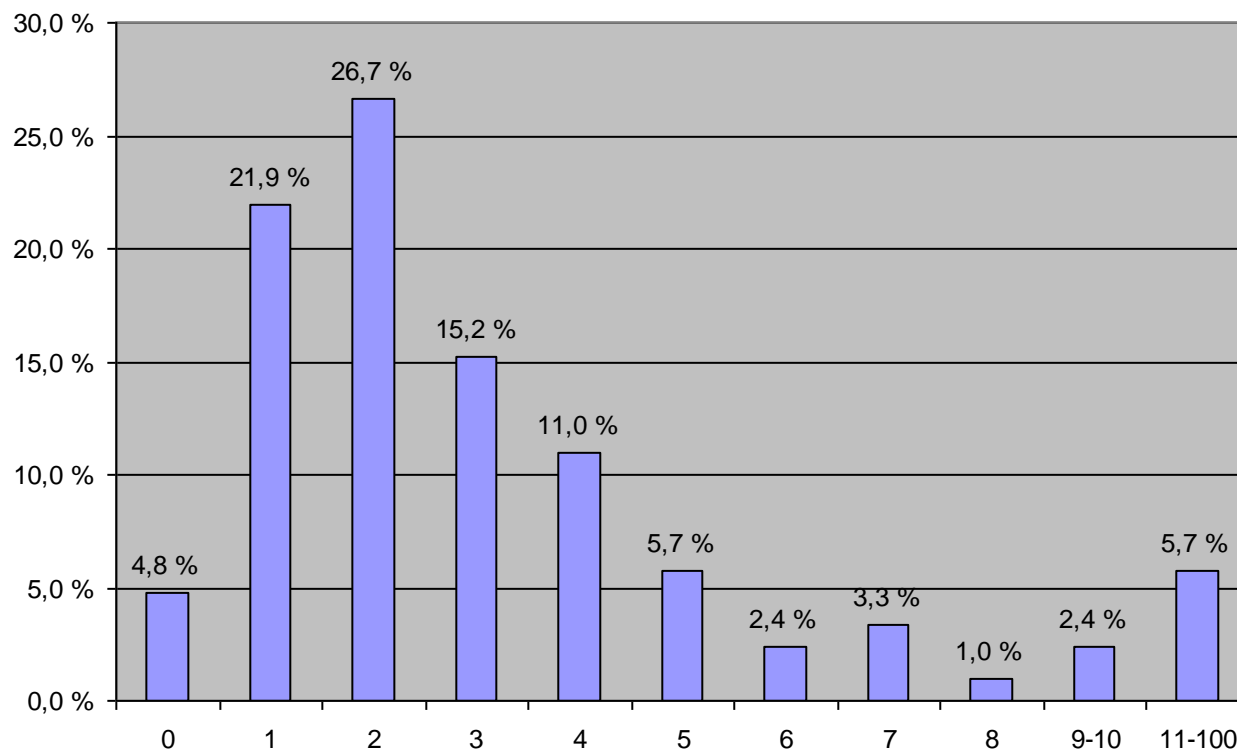
(Risku, 2018)

(Kanervio & Risku 2009, pp. 26-28, 75, 150)

Various size schools need different kind of educational leaders

(Risku, 2018)
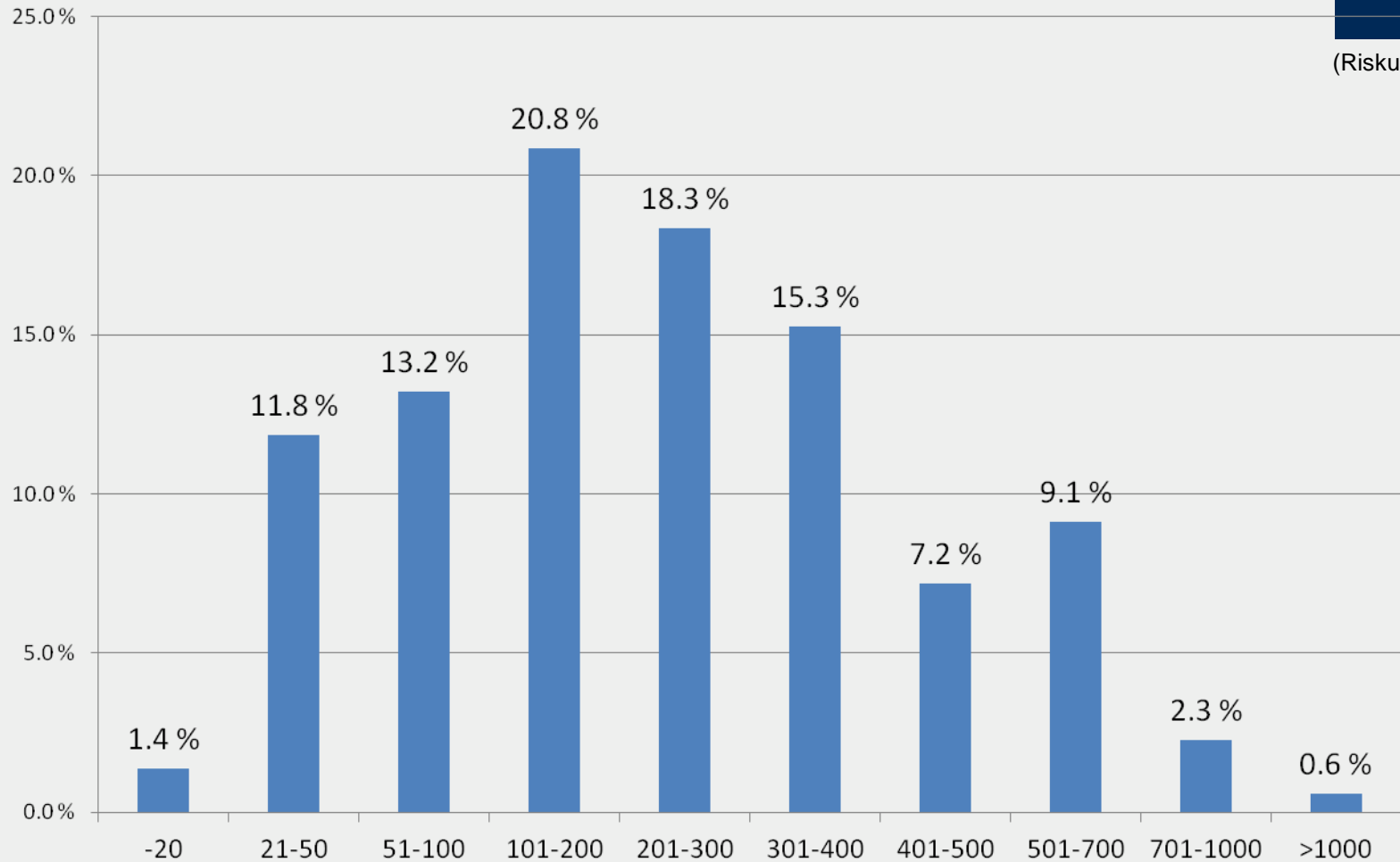
Number of students / school in 2014

(Kanervio, Pulkkinen & Risku, 2019)

We need educational leaders for the various school forms

(Risku, 2018)

Higher education — Universities ↔ Polytechnics — Working life — Specialist vocational qualification

Obligation to collaborate

Significance increased

Upper secondary education — Upper secondary schools ↔ Vocational education and apprenticeship training — Working life — Further vocational qualification

2016: 112 600 students in 342 schools

2016: 169 600 students in 105 schools

Working life

'Upper school'

'Lower school'

Comprehensive schools (ages 7–16)

2016: 537 100 students in 2414 schools

A single body

Pre-school education — Pre-school education

2016: 61 000 students of whom 51 000 in day care centres and 10 000 in schools

Day care

Early childhood education

2017: 230 715 children (68% of 1-6-years) of whom 83,7 % in public day care centres or public family care. 16,3% in ca. 1000 private day care centres.

UNIVERSITY OF JYVASKYLÄ

(FNBoE, 2009; Risku, 2016)

Rising trend of multi-purpose community centres

(Risku, 2018)

- Maternity and child welfare clinic
- Day care centre
- Comprehensive education
    - General education
    - Special education
    - Education for intellectually disabled
- Youth services
- Sport services
- Adult education services
- Premises for clubs and associations
- Staff 110 (85 in education) with emphasis on co-working
- Library
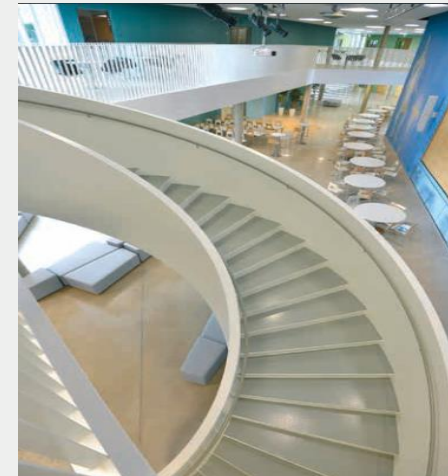
Finnish school leadership structure

- Leadership systems must be determined in local ordinances
  - **Each school has to have a principal who answers for the operations of the school and sufficient personnel to enable the school to be functional according to legislation.**
  - The job description of the school has to be determined in relation to the operational environment and to the leadership resource in the personnel. Thus the view on leadership is a collaborative with the following foci
    - management of every day, distributive leadership, pedagogical leadership, strategic/change leadership, personnel management (FNBoE, 2013.)
- Principals have to look at leadership and management from the perspective of the superior.
  - As the representative of the organisations, superiors typically bear the responsibility for
    - one's unit to enact its mission and tasks
      - organising, scheduling, ensuring occupational safety and solving problems
    - one's unit and employees to follow legislation, collective labour agreements
  - Superiors typically have the right to direct their employees' work
    - Lead and follow work
      - Quality, conduct
    - Give orders how the work should be conducted
      - Where and when
  - Employees are to follow their superiors' instructions even when they disagree
    - For conflicts, there are collective agreements on how to solve them. (Kauppinen, 2017.)

Qualification and education of educational leaders

- **The qualifications of principals have to comprise**
  - Teacher qualification (Master's Degree) in the respective school form AND
    - Edufi certificate in educational administration (15 ECTS) OR
    - university studies in educational administration (25 ECTS) OR
    - otherwise proven experience in educational administration AND
    - specific education in educational leadership
  - Principals' qualifications should be applied also to vice and assistant principals
  - Qualifications for other educational leaders are not determined but in general
    - concern and areal leaders have at least principals' qualifications

- **Education for principals should be based on**
  - a systematic and modular education system in educational leadership starting with teacher pre-service and continuing throughout the professional careers as the leadership tasks expand and deepen

(FNBoE, 2013)

School Boards in Finland

Most municipalities have a municipal school board

(Risku, 2018)

3.11.2017
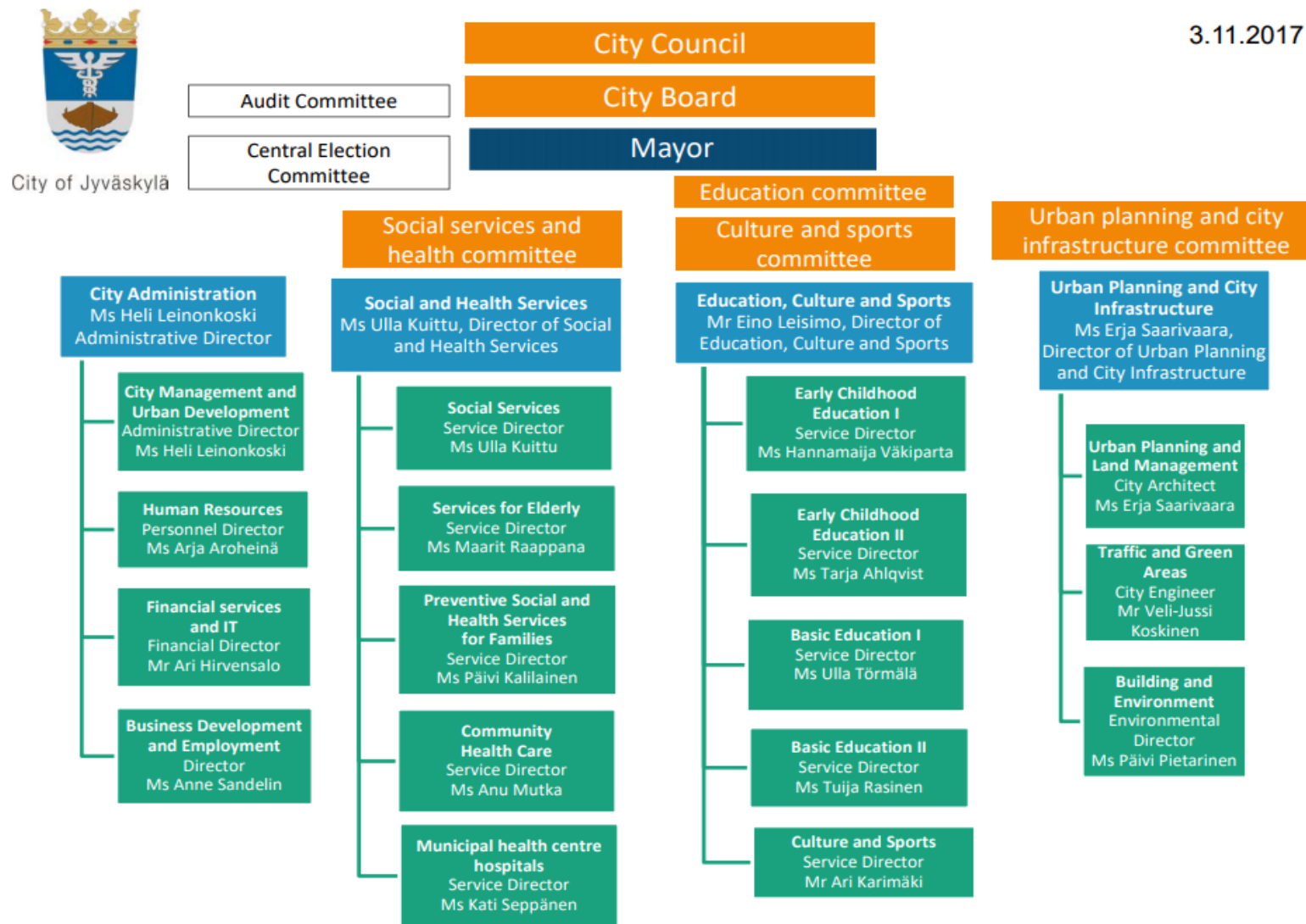
(City of Jyväskylä, n.d.)

Municipal school boards' responsibility areas vary

100,0 % — Comprehensive education 99,7 %
Pre-school 90 %
General upper secondary 81 %
Early childhood education 73 %
Library 56 %
Adult education 53 %
Culture 44 %
Youth 41 %
Sports 36 %
Freetime 33 %
Basic education in arts 27 %
Vocational upper secondary 16 %
Other 7 %
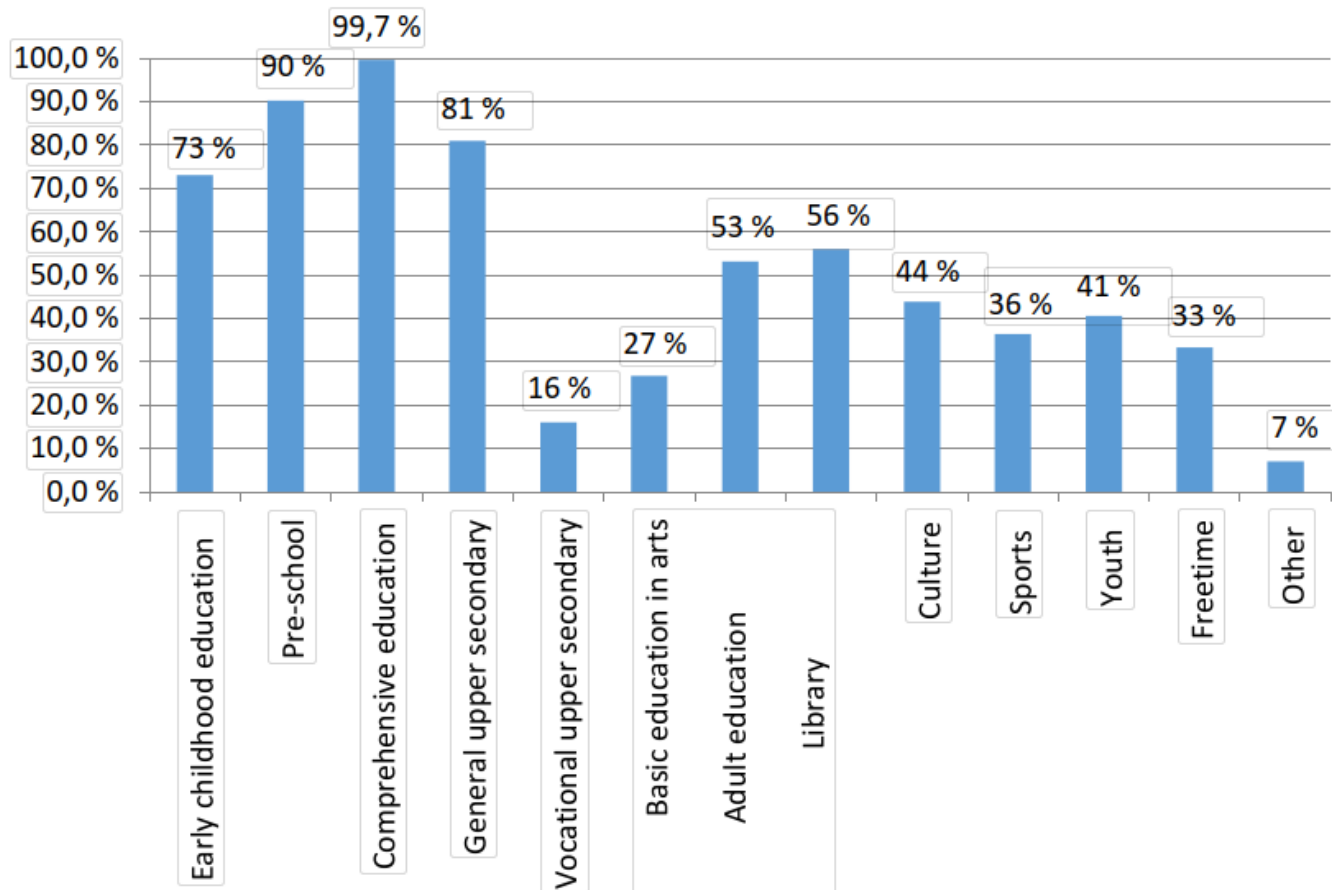
(Risku, Pulkkinen & Kanervio, 2014)

Individual schools may or may not have a parental board

(Risku, 2018)

(google maps for the City of Jyväskylä)

Parental involvement according to parents 1

https://vanhempainliitto.fi/artikkelit/barometri/

Parental involvement koulussa

Which opportunities of the following have school provided for parents?

	Primary	Lower secondary

Value discussion

	%	
Yes	23	20
No	44	47
I cannot say	33	33

Defining goals for upbringing

	%	%
Yes	18	16
No	49	52
I cannot say	33	33

Planning school operations (curriculum, rules of order)

	%	%
Yes	21	17
No	51	55
I cannot say	28	28

Vanhempien Barometri 2018

(Finnish National Parental Association, 2018; Translation Risku, 2018)

Parental involvement according to parents 2

	Primary	Lower secondary
Evaluation of school operations	%	%
Yes	23	21
No	46	49
I cannot say	31	31
Planning and designing collaborative student care		
Yes	10	10
No	53	57
I cannot say	37	33
Compiling rules of order		
Yes	12	9
No	59	63
I cannot say	30	29
Developing school meals	%	%
Yes	12	11
No	64	64
I cannot say	25	25
Planning school environment		
Yes	17	8
No	60	67
I cannot say	23	25
Everyday at schools (helping in lessons, breaks and school excursions)		
Yes	40	21
No	41	56
I cannot say	19	23

Vanhempien Barometri 2018

(Finnish National Parental Association, 2018; Translation Risku, 2018)

Parental involvement according to parents 3

	Primary	Lower secondaryt

Presenting professions for students

	%	%
Yes	25	26
No	51	49
I cannot say	24	25

Arranging thematic events

	%	%
Yes	36	22
No	43	53
I cannot say	21	25

Arranging school excursions and camps

	%	%
Yes	52	43
No	32	39
I cannot say	16	18

Arranging school festivities

	%	%
Yes	37	18
No	44	57
I cannot say	20	25

Arranging school clubs järjestämiseen

	%	%
Yes	20	10
No	52	59
I cannot say	28	31

Collecting for money

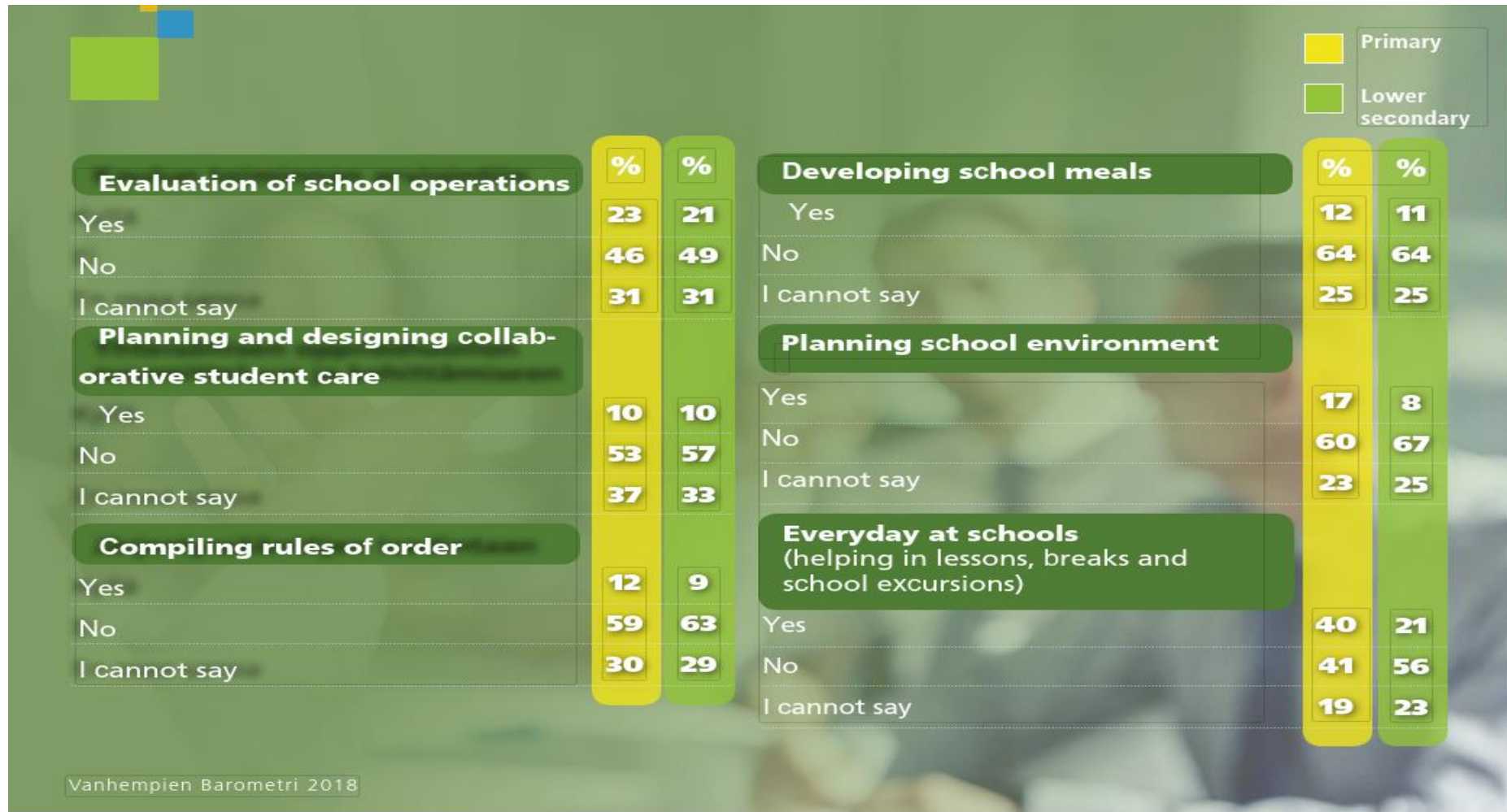|	%	%
Yes	71	58
No	17	25
I cannot say	12	17

Vanhempien Barometri 2018

(Finnish National Parental Association, 2018; Translation Risku, 2018)

Parental involvement according to parents 4

Recommendations
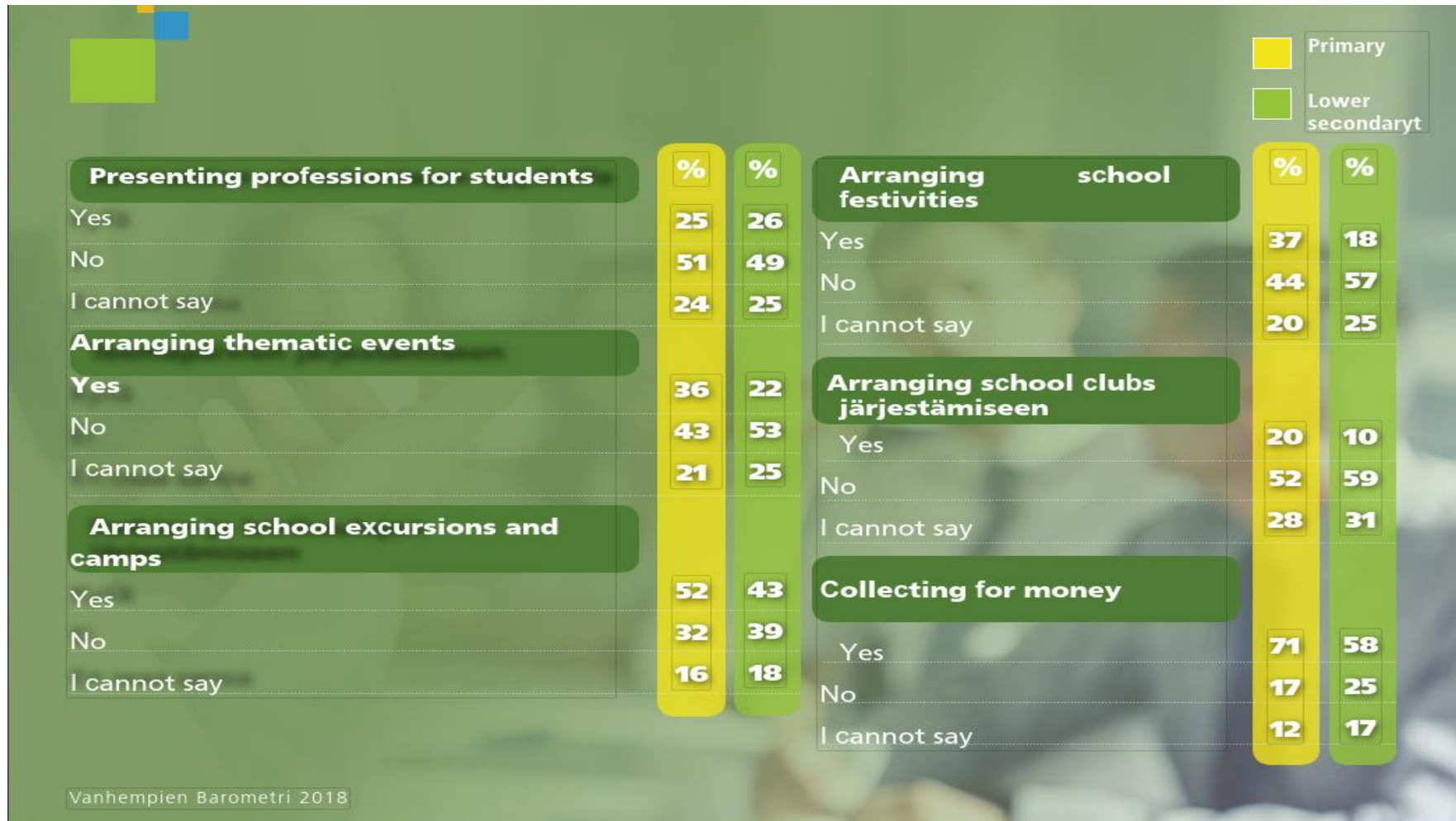
• Parental involvement in the activities and development of school is a goal of the new curriculum. Parental involvement must not focus on collecting money, but parents must be taken along in the processes to develop school welfare and school activities.

Curriculum encourages

to involve

parents

Vanhempien Barometri 2018

(Finnish National Parental Association, 2018; Translation Risku, 2018)

Parental involvement according to parents 5

(Risku, 2018)

Parents' wishes for their involvement

How would parents want to take part in the everyday of school?

	Primary	Lower secondary
	%	%
Participating in value discussions	29	25
Developing school operations	37	30
Visit open-door events	56	50
Help in school everyday	31	17
Act as experts in lessons	28	21
Collecting money	42	33
Getting information about school everyday	56	52
Take part in parental collaboration on class level	30	21
Take part in parental association activities	19	11

Parents are different from each other and their wishes to be involved in school operations vary a lot.

Vanhempien Barometri 2018

(Finnish National Parental Association, 2018; Translation Risku, 2018)

(Risku, 2018)

(Finnish National Parental Association, 2018; Translation Risku, 2018)

Modeling of the School Board as a Problem

We need to meet with the paradigm shift

(Risku, 2018)

🔶 Newtonian paradigm is transforming into quantum paradigm.

⬇ ⬇

| SIMPLE LAW- ABIDING CONTROLLABLE	COMPLEX CHAOTIC UNCERTAIN
CERTAINTY PREDICTABILITY HIERARCHY ATOMISM TOP DOWN PASSIVE WORKERS ONE BEST METHOD COMPETITION UNYELDING BUREAUCRACY EFFECTIVITY REACTIVITY	UNCERTAINTY INPREDICTABILITY NO HIERARCHY, NETWORKS HOLISM SEVERAL POWER CENTRES PARTNERS MANY BEST METHODS COLLABORATION FLEXIBLE TRUST APPROPRIATENESS PROACTIVITY

(Risku, 2002 on Zohar, 1997)

We need to meet with the pace of change

(Risku, 2018)
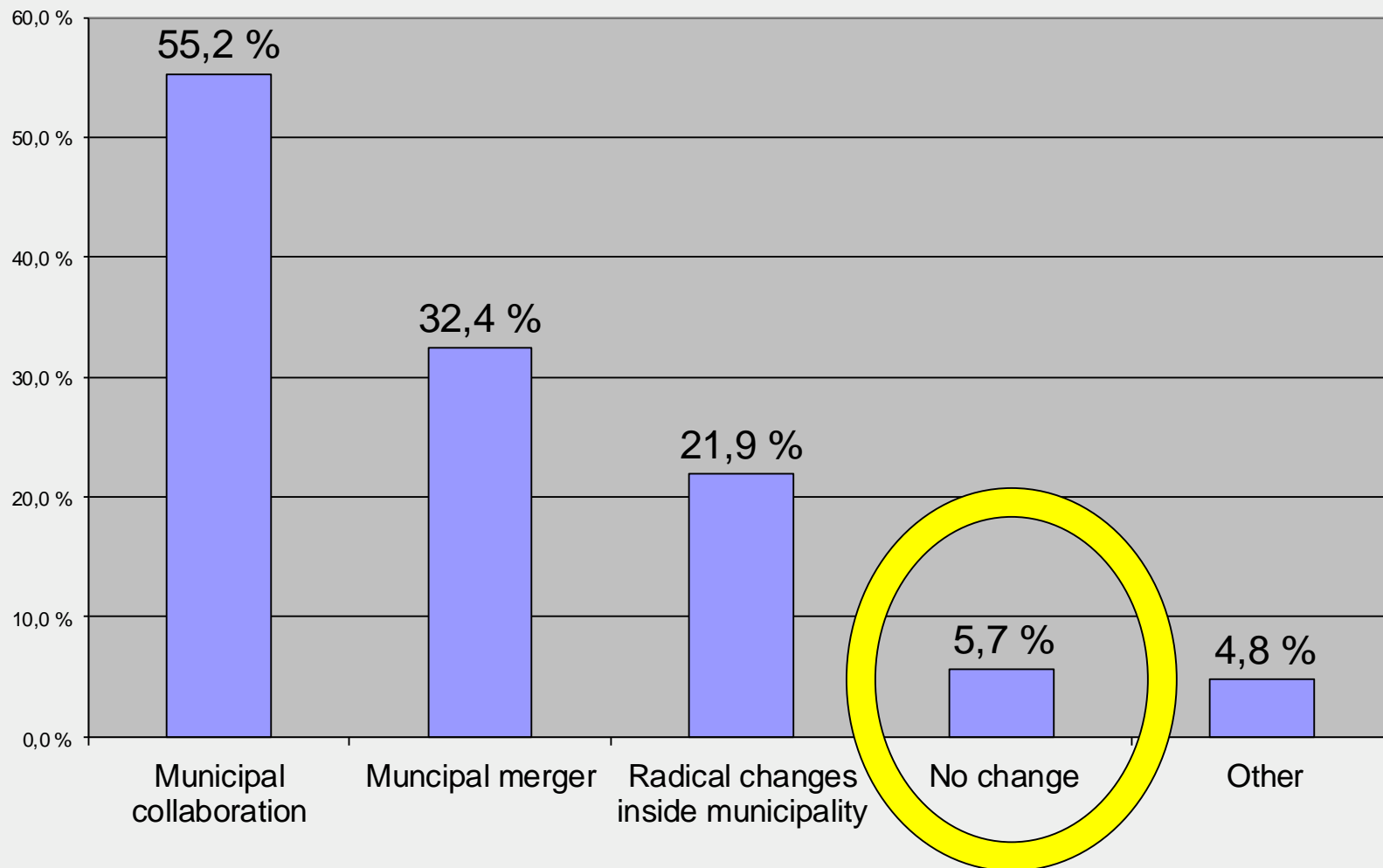
(Kanervio & Risku, 2009)

Evolutionary scenarios for educational organisations in Finland

(Risku, 2018)

Authority model	Discursive model	Organic model
1920	1970 · 1990	2010 · 2030

Authority model
- Learning by heart
- Top-down monologue
- Teaching order and discipline
- Physical work
- Running condition important
- Master-journeyman model
- Monotony

Discursive model
- Application of information
- Discussion and debate
- Critical thinking
- Self-acquisition of information
- Learning to learn
- ICT skills
- Interaction and equality
- Design and expertise

Organic model
- Networking skills
- Skill to construct information collaboratively
- Changing rules and information
- Talent understood as trainable capability
- Network entrepreneurship
- Contact teaching has to be justified

© Kuosa 2007

(Aalto, Ahokas & Kuosa 2008, 34; Translation Risku, 2016)

WE NEED EDUCATIONAL LEADERS THAT MOVE AND WORK FROM FUNCTIONAL TO PROCESS AND NETWORK ORGANISATIONS

(Risku, 2018)

(Risku, 2018)

Strategic leadership

STRATEGY C

STRATEGY A

STRATEGY B

STRATEGY A

STRATEGY B

3 VISION B

3 VISION A
What must we be like as a community to fulfil our mission in the best possible way?

4 STRATEGY
What must we do to reach our vision?

1 Constant evaluation of operational environment and anticipation of future

2 MISSION
Why do we exist?

STRATEGY A

STRATEGY B

3 VISION C

STRATEGY C
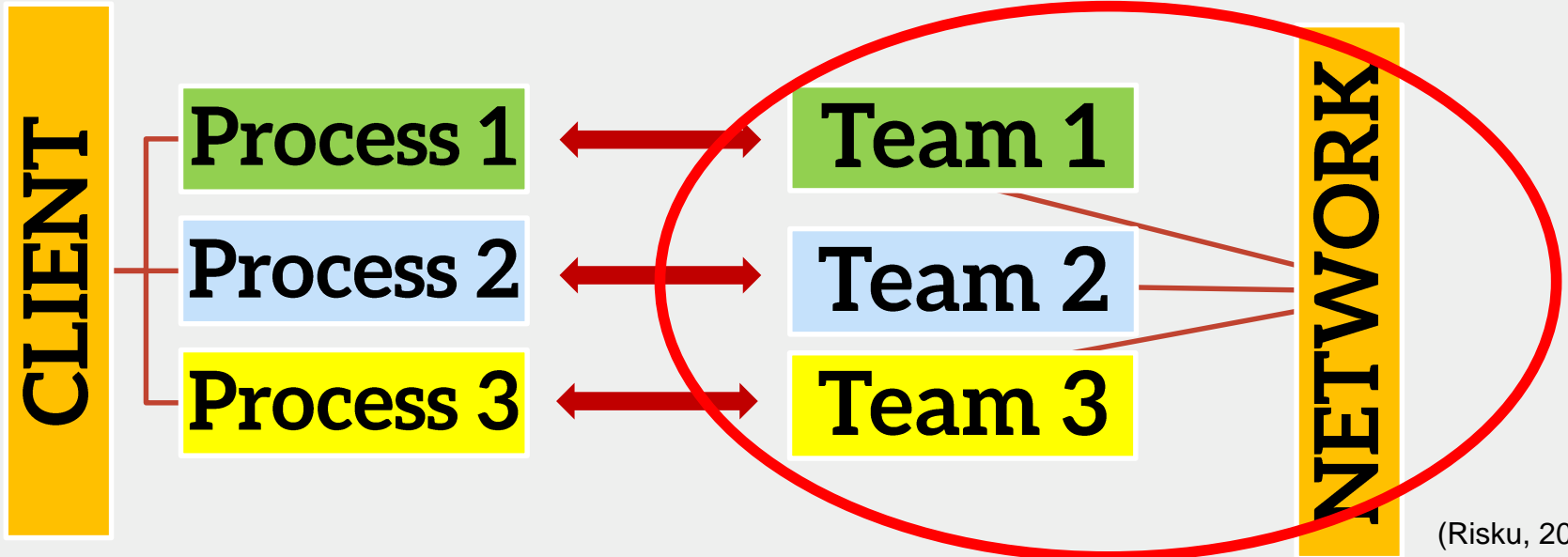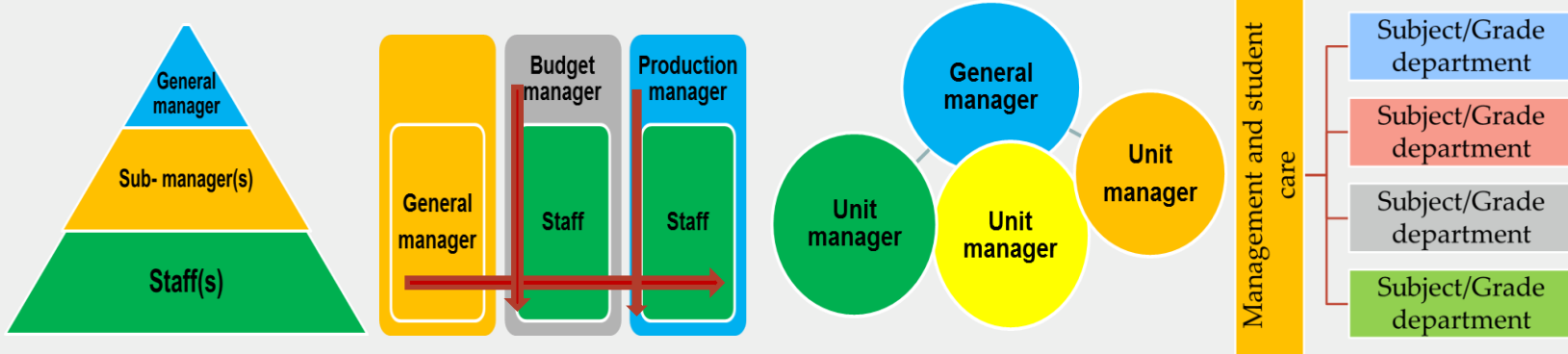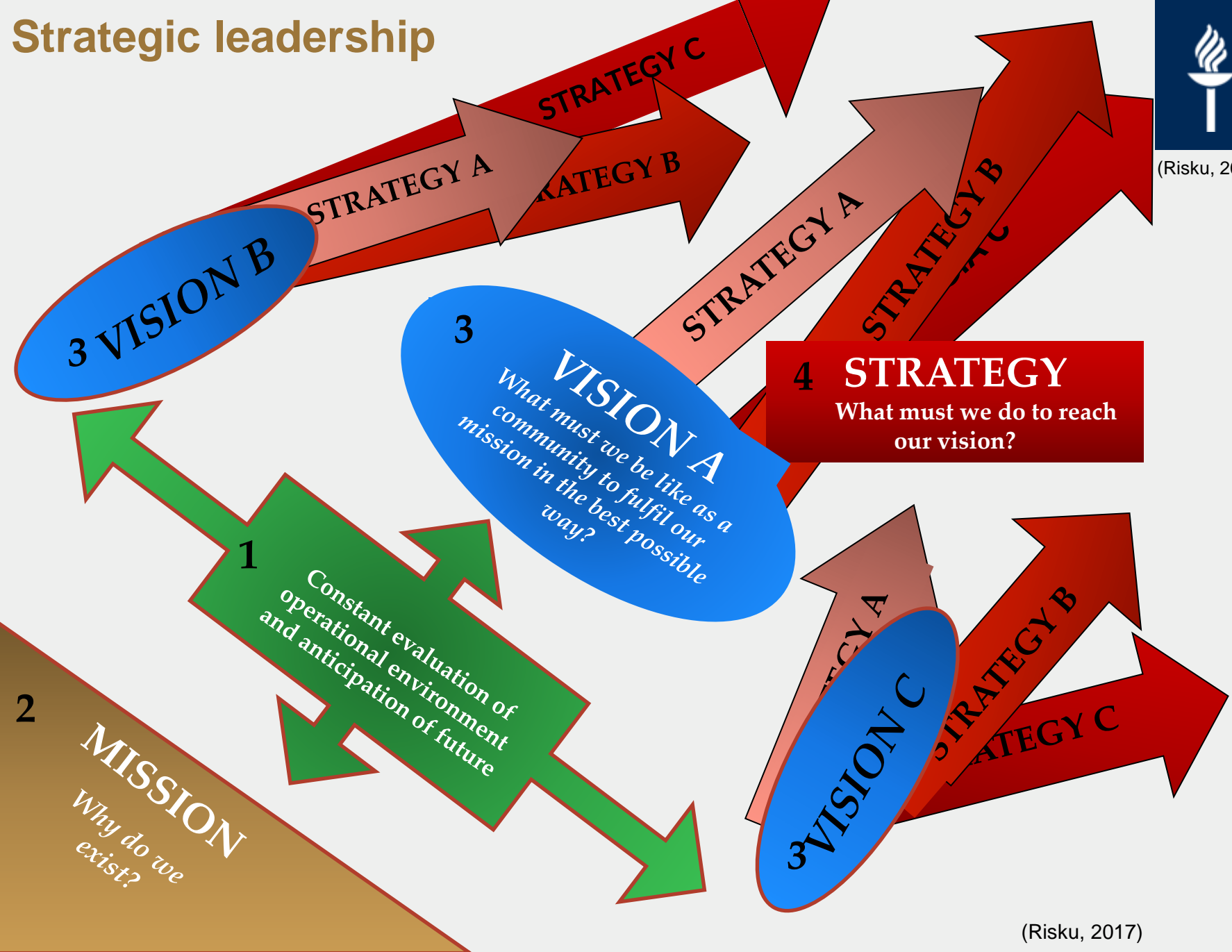
(Risku, 2018)

(Risku, 2017)

Leading in change

(Risku, 2018)

Get everyone feel the vision their own and work for it

Enable reaching the goals supporting and removing obstacles

Create a vision together with your community

Agree on short-term goals to motivate and monitor direction

Establish a key team to lead the process

Keep the process on, evaluate and act accordingly

Support your community to understand and accept the change

Ensure that the everyday changes
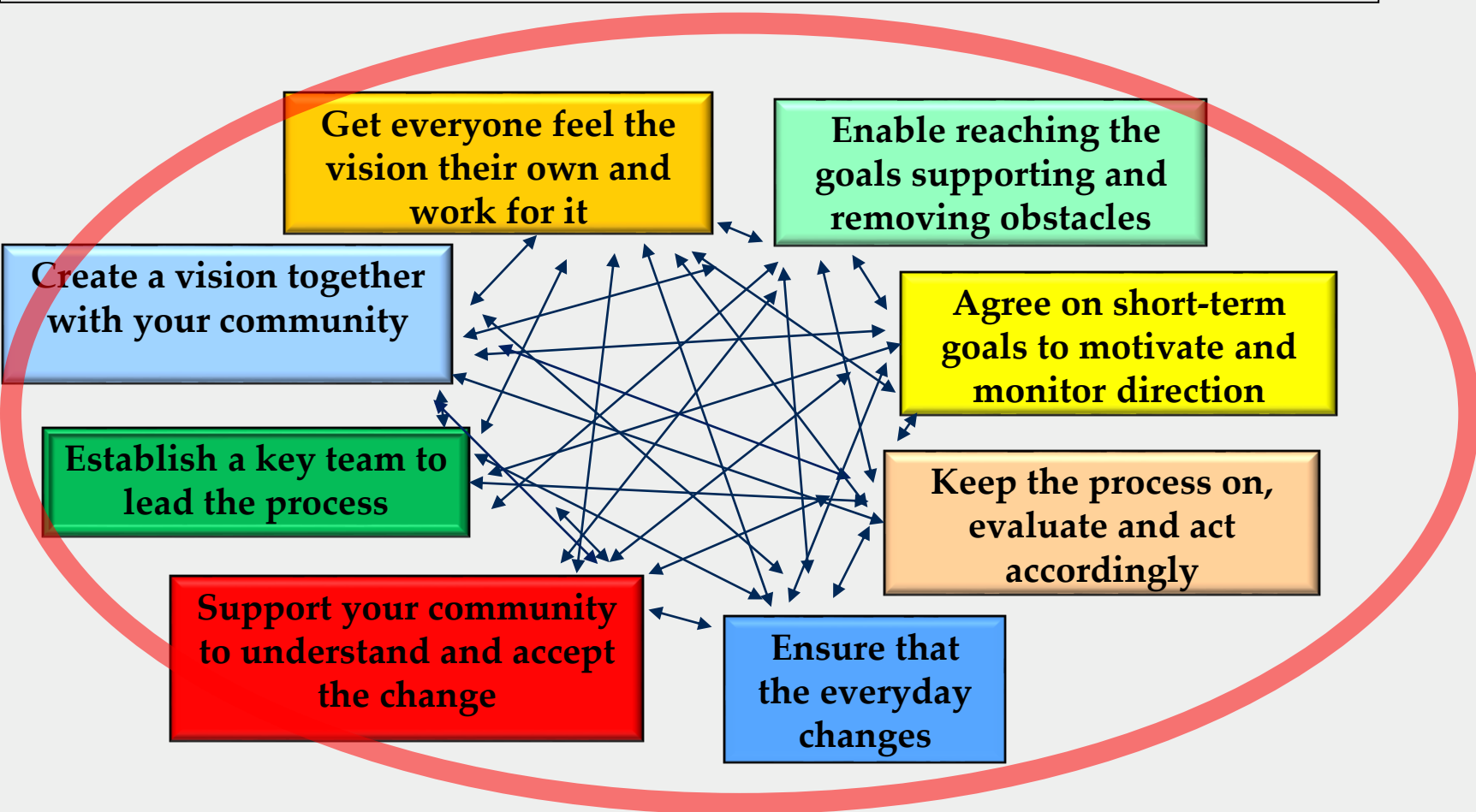
Work simultaneously and constantly with all steps .
Establish novel structures and work both in them and in the old ones.
Be on alert, agile and swift.

(Risku, 2017)

Modeling of an Appropriate School Board

https://padlet.com/rehtori_institu/181218Tallinn2

Support to Support Providers Project

- A year-long professional development project to develop neighbourhood schools for the next decade

- Funded by the National Agency for Education and conducted by Institute of Educational Leadership, University of Jyväskylä, in collaboration with Government Valteri School, Centre for Learning and Consulting

- Municipality-level educational leadership teams from 20 municipalities from various regions in Finland

- National conference to show and audit processes on Nov 2 2018

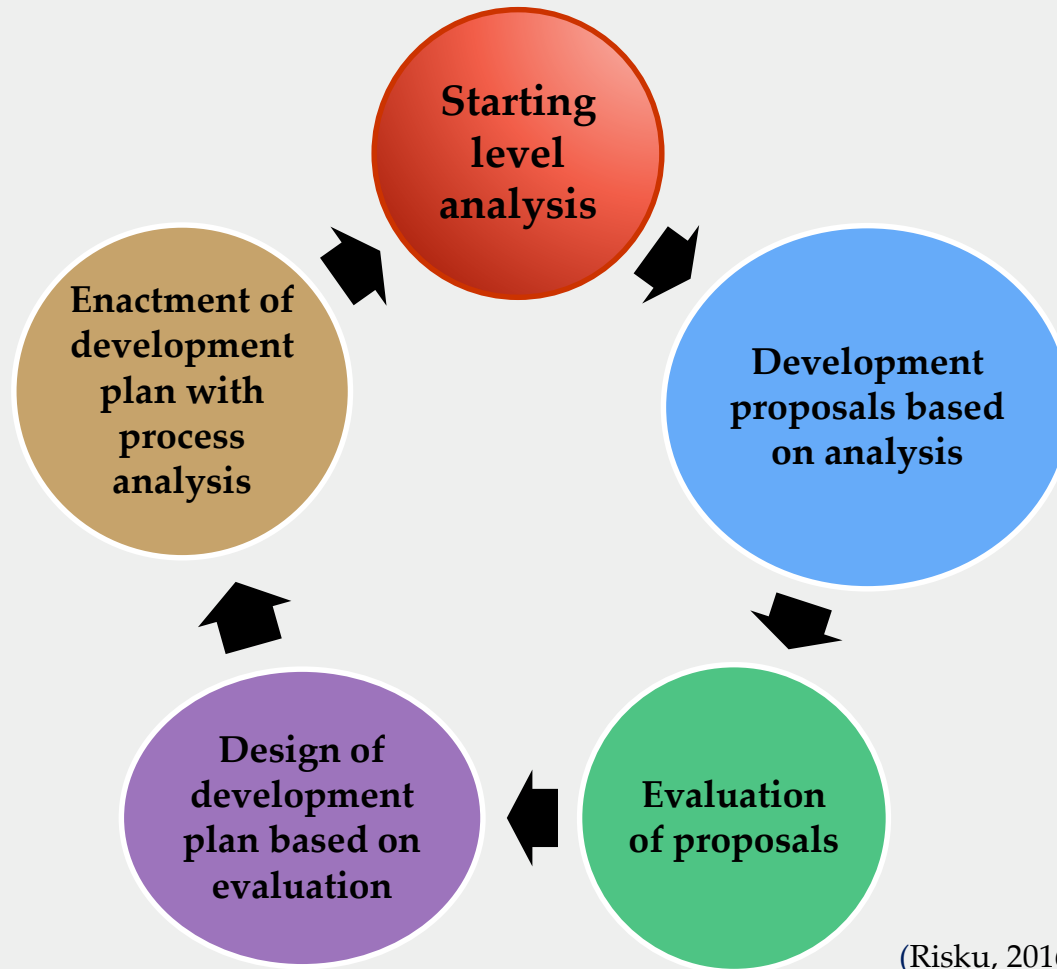# Enquiry method

- Developing one's community through conducting research on it (Risku, 2018)
- The basic enquiry cycle comprises the following phases

Starting level analysis

Development proposals based on analysis

Evaluation of proposals

Design of development plan based on evaluation

Enactment of development plan with process analysis

(Risku, 2016; http://www.ec4slt.com/)

Leadership and professional agency

🔶 Leadership is both resource and agency established in the processes of the community. Both the community and its members need resources. Agency is based on this need for resources. The need provides community members opportunities to affect their communities and their members. This in turn creates complex power relationships amongst those participating in the processes. (Tian, Risku & Collin, 2015)
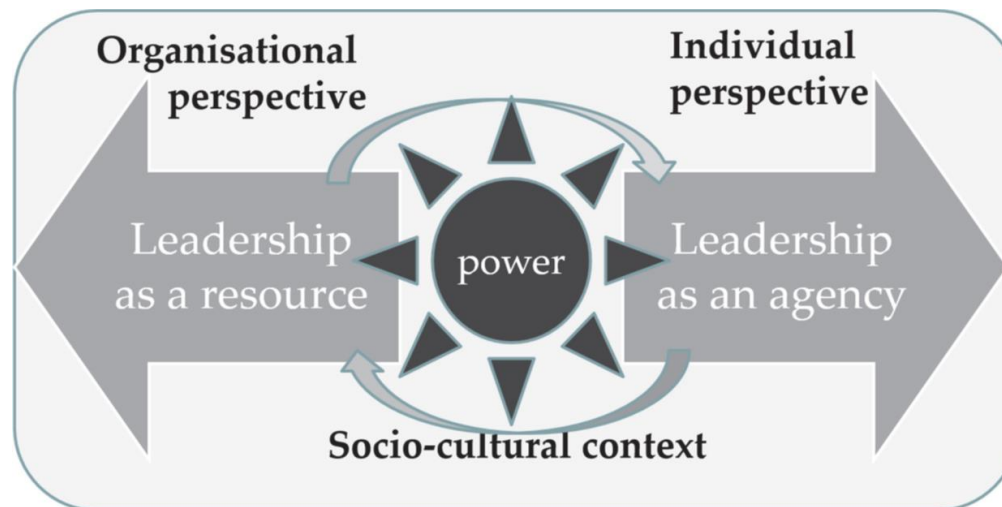
(Tian, 2017, s. 18)

It is vital to consider people as good and capable and focus on developing their capacity with system development

(Risku, 2018)

Blaiming the failing

Supporting the individual and improving the system

- Consequences
  - What and how much to evaluate and how to use the information
  - Establishing and maintaining trust and ownership in society

Professional identity

- Professional identity refers to one's perception on oneself as a professional actor based on one's life history: how one understands him-/herself in relation to work and professionality, and how one would like to become in his/her work and profession

- Professional identity comprises also conceptions on where one feels to belong and identify him-/herself, what one considers important and in what one commits to in his/her work and profession. It also includes values on work, ethical dimensions as well as goals and beliefs.

- The concept of identity and with it the concept of professional identity has gone through radical changes. Today we think that identity is fragmented, consistently changing and irregular.

- Identity is a dynamic and consistently negotiable conception of ourselves. It is constructed in relation to our experiences, situations and people with whom we interact in the everyday.

(Eteläpelto & Vähäsantanen, 2006)

Professional expertise

- **Special knowledge, skills and judgement in a particular area.**
    - An expert knows and observes more
    - An expert perceives the essentials and understands from less
    - An expert can make more accurate interpretations and thus forecast
    - An expert remembers entities instead of fragments
- **Benefits of expertise**
    - Expertise allows one to choose the most appropriate methods and ways
    - Expertise allows one to obtain good outcomes with less trouble

(Colvin, 2008; Ericsson, Charness, Feltovich & Hoffman, 2006; Risku, 2014)

MEET THE EXPERTS

Pedagogy of leadership

- Heart in participatory leadership

  - For example Art of Hosting (and Harvesting)

(Lundqvist et al., 2013, p. 31)

- Learning core practices like

  - Constant practice of collaborative learning and the enquiry method

    - for collaborative learning, see http://effect.tka.hu/ (EFFeCT, n.d.)

    - for the enquiry method, see http://www.ec4slt.com/ (EC4SLT, n.d.)

  - Conducting dialogue, mentoring and coaching.

  - Work methods like world café, open space, gallery walk etc.
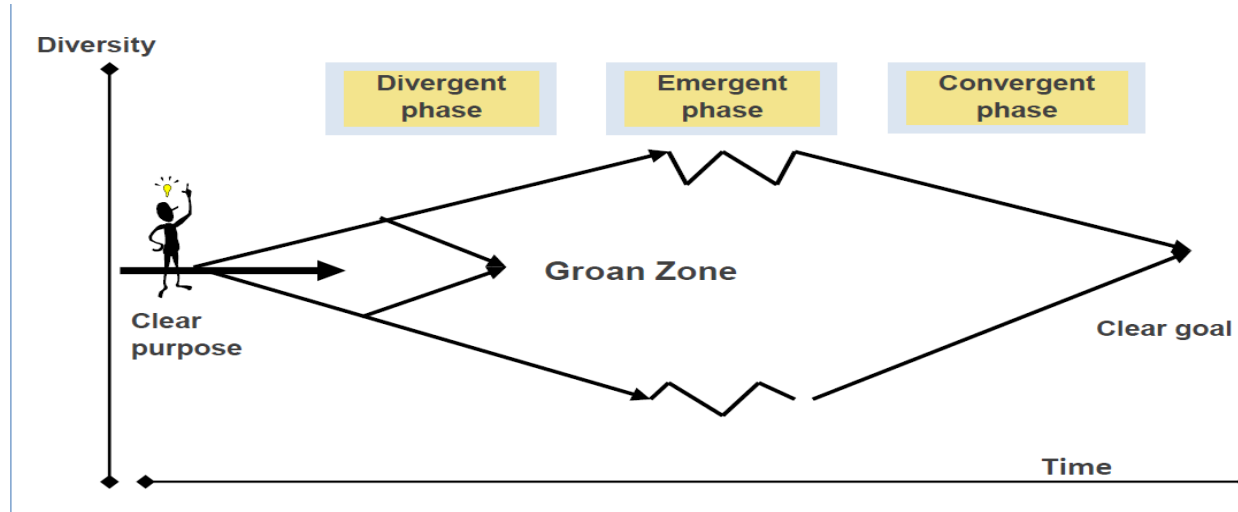
  - ICT-tools like padlet, trello, blogging, skype, yammer, kahoot

(Risku, 2018)

Pedagogical leadership

Socio-cultural operational environment

Examination of operational environment

Mission, visions and strategies

Strategic plan

Operational culture

Community of learners

Ethical leadership

Strategic leadership

Collaborative leadership

(Risku, 2018)

Superior

Staff

Client

(Alava 2008; Alava, Halttunen & Risku 2012; Andrews, Basom & Basom 1991; Hallinger & Heck 1998; Helakorpi 2001; Kleine & Kracht 1993; Lee & Dimmock; Mäkelä 2007; Raasumaa 2010; Risku 2012, 2016, 2017, 2018; Risku & Pekkarinen, 2018; Southworth; Stevenson 2000)

Good pedagogical leader

Influences people's self-development

- Leads him-/herself successfully
- Knows his/her people
- Supports empowerment
- Passes information
- Directs, guides, helps, advises, supports and trusts
- Ensuring many-sided training

Advances dynamic collaboration

- Ensures common understanding
- Creates distributed leadership, innovative learning culture and new pedagogical infrastructures
- Offers support for learning and leading learning in networks
- Leads strategic development

(Risku, 2018 synthesis on Blase & Blase, 1998 & Raasumaa, 2010)

Central organisation theories and their evolvement

(Risku, 2018)

Research reaching for understanding phenomena

Research reaching for describing phenomena

1910-	1915-	1920-	1920-	1950-	1950-	1960-	1970-	1980-	1990-
Scientific management organisation theory	**Classical organisation theory**	**Human relations organisation theory**	**School of bureaucracy and structures**	**Decision making theory**	**System theory**	**Power theory**	**Strategic leadership theory**	**Organisation culture theory**	**Innovation theory**
Focus on how to motivate employees	**Focus on structures**	**Focus on employees' social relationships**	**Focus on administration**	**Focus on decision making processes**	**Focus on relationship between organisation and operational environment**	**Focus on use of power**	**Focus on strategic and operative decisions**	**Focus on deep structures**	**Focus on renewal**

(Harisalo, 2006)

Central leadership theories and their evolvement

(Risku, 2018)

Research reaching for understanding phenomena

Research reaching for describing phenomena

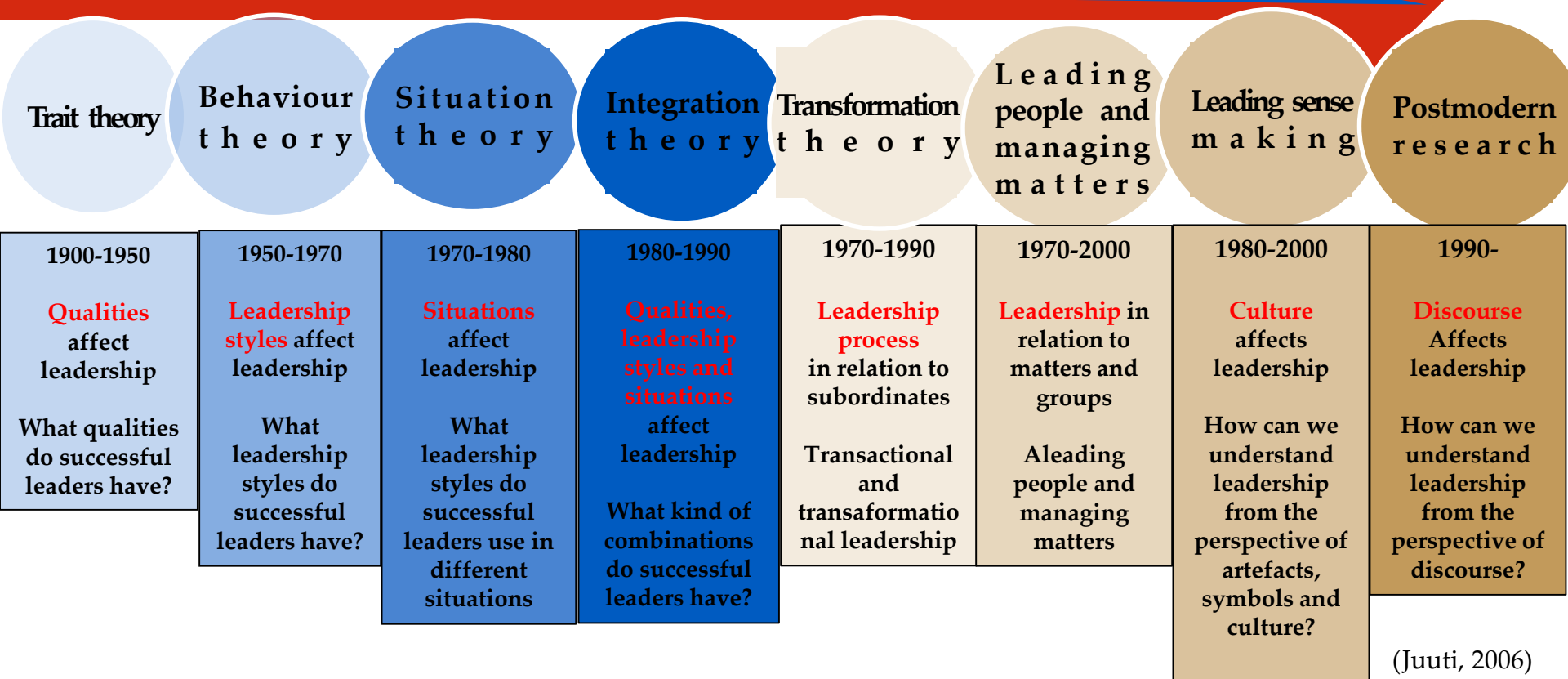| **Trait theory**	**Behaviour theory**	**Situation theory**	**Integration theory**	**Transformation theory**	**Leading people and managing matters**	**Leading sense making**	**Postmodern research**
1900-1950 **Qualities** affect leadership **What qualities do successful leaders have?**	**1950-1970** **Leadership styles** affect leadership **What leadership styles do successful leaders have?**	**1970-1980** **Situations** affect leadership **What leadership styles do successful leaders use in different situations**	**1980-1990** **Qualities, leadership styles and situations** affect leadership **What kind of combinations do successful leaders have?**	**1970-1990** **Leadership process** in relation to subordinates **Transactional and transaformatio nal leadership**	**1970-2000** **Leadership** in relation to matters and groups **Aleading people and managing matters**	**1980-2000** **Culture** affects leadership **How can we understand leadership from the perspective of artefacts, symbols and culture?**	**1990-** **Discourse** Affects leadership **How can we understand leadership from the perspective of discourse?**

(Juuti, 2006)

Thank you!